



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 11911460
SAU: York School Department
School: Coastal Ridge Elementary

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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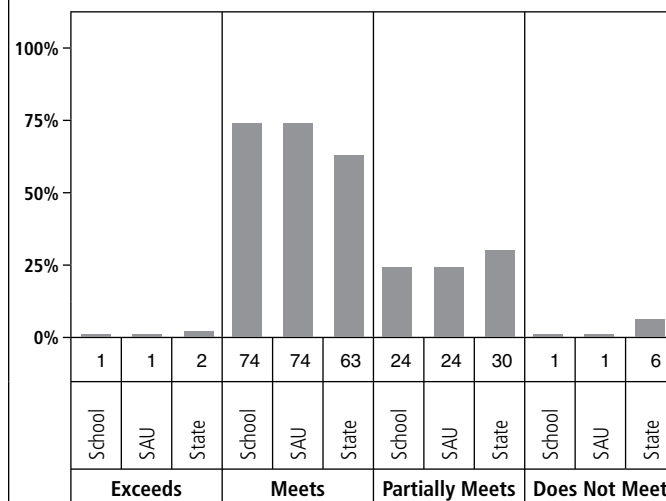
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: York School Department
School: Coastal Ridge Elementary

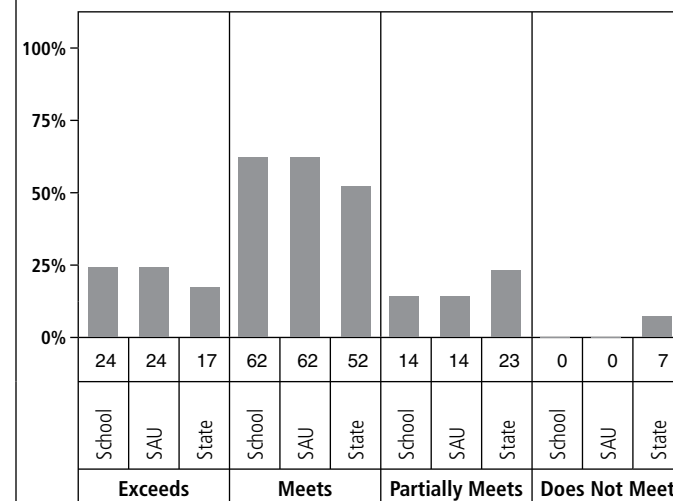
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	349	349	345
2007–2008	349	349	344
2008–2009	347	347	345
Cum. Avg.*	348	348	345
Mathematics			
2006–2007	355	355	347
2007–2008	357	357	347
2008–2009	354	354	348
Cum. Avg.*	355	355	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: York School Department
School: Coastal Ridge Elementary

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	135	100	135	100	13763	100	135	100	135	100	13691	100	135	100	135	100	13691	100						
Ethnicity African American/Black	2	1	2	1	416	3	2	100	2	100	412	99	2	100	2	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	4	3	4	3	232	2	4	100	4	100	226	97	4	100	4	100	227	98						
Hispanic	2	1	2	1	167	1	2	100	2	100	164	98	2	100	2	100	164	98						
Caucasian/White	127	94	127	94	12846	93	127	100	127	100	12788	100	127	100	127	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	15	11	15	11	2414	18	15	100	15	100	2388	100	15	100	15	100	2388	100						
Current LEP	2	1	2	1	420	3	2	100	2	100	413	98	2	100	2	100	417	99						
Economically disadvantaged	12	9	12	9	5887	43	12	100	12	100	5847	100	12	100	12	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	101	75	101	75	10316	75	107	79	107	79	10355	75						
Identified disability (PET/IEP)	1	1	1	1	437	4	1	1	1	1	445	4						
LEP	2	2	2	2	192	2	2	2	2	2	193	2						
504 plan	1	1	1	1	83	1	2	2	2	2	83	1						
Participation with accommodations	33	24	33	24	3179	23	27	20	27	20	3152	23						
Identified disability (PET/IEP)	13	39	13	39	1757	55	13	48	13	48	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	3	1	3	63	2	0	0	0	0	64	2						
Other	19	58	19	58	1192	37	14	52	14	52	1157	37						
Participation through alternate assessment (PAAP)	1	1	1	1	194	1	1	1	1	1	184	1						
Identified disability (PET/IEP)	1	100	1	100	194	100	1	100	1	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: York School Department
School: Coastal Ridge Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	6	4	6	4	332	2
	2007-2008	4	3	4	3	227	2
	2008-2009	2	1	2	1	262	2
	Cum. Total*	12	3	12	3	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	121	80	121	80	8691	63
	2007-2008	106	81	106	81	8403	62
	2008-2009	99	74	99	74	8500	63
	Cum. Total*	326	78	326	78	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	21	14	21	14	3781	27
	2007-2008	20	15	20	15	4018	30
	2008-2009	32	24	32	24	3985	30
	Cum. Total*	73	18	73	18	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	4	3	4	3	1021	7
	2007-2008	1	1	1	1	938	7
	2008-2009	1	1	1	1	748	6
	Cum. Total*	6	1	6	1	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	30.2	65.7	30.2	65.7	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	21.2	66.3	21.2	66.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	9.0	64.3	9.0	64.3	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: York School Department
 School: Coastal Ridge Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	134	2	1	99	74	32	24	1	1	347	134	1	74	24	1	347	13495	2	63	30	6	345
Ethnicity																						
African American/Black	2										2						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	4										4						222	4	63	25	8	345
Hispanic	2										2						162	0	51	38	10	342
Caucasian/White	126	2	2	93	74	30	24	1	1	347	126	2	74	24	1	347	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	5	36	8	57	1	7	340	14	0	36	57	7	340	2194	0	32	50	18	338
No	120	2	2	94	78	24	20	0	0	347	120	2	78	20	0	347	11301	2	69	26	3	346
Current LEP																						
Yes	2										2						406	0	39	41	20	339
No	132	2	2	98	74	31	23	1	1	347	132	2	74	23	1	347	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	12	0	0	7	58	4	33	1	8	342	12	0	58	33	8	342	5721	1	52	39	9	342
No	122	2	2	92	75	28	23	0	0	347	122	2	75	23	0	347	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	134	2	1	99	74	32	24	1	1	347	134	1	74	24	1	347	13489	2	63	30	6	345
Gender																						
Female	77	2	3	58	75	17	22	0	0	347	77	3	75	22	0	347	6568	3	67	26	4	346
Male	57	0	0	41	72	15	26	1	2	346	57	0	72	26	2	346	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	10	53	8	42	1	5	342	19	0	53	42	5	342	2300	0	39	49	11	340
No	115	2	2	89	77	24	21	0	0	347	115	2	77	21	0	347	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	134	2	1	99	74	32	24	1	1	347	134	1	74	24	1	347	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: York School Department
School: Coastal Ridge Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	1	44	39	16	340
B. less than one hour	80	2	2	79	77	21	21	0	0	347	80	2	77	21	0	347	80	2	66	28	4	345
C. one to two hours	17	0	0	14	64	7	32	1	5	345	17	0	64	32	5	345	13	2	61	32	6	344
D. more than two hours	2	0	0	1	33	2	67	0	0	339	2	0	33	67	0	339	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	48	2	3	48	76	13	21	0	0	347	48	3	76	21	0	347	47	3	68	24	4	346
B. good	45	0	0	46	77	14	23	0	0	347	45	0	77	23	0	347	41	1	62	31	5	344
C. fair	5	0	0	3	43	4	57	0	0	343	5	0	43	57	0	343	9	0	51	41	8	342
D. poor	2	0	0	0	0	1	50	1	50	333	2	0	0	50	50	333	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	15	1	5	16	80	3	15	0	0	350	15	5	80	15	0	350	31	3	63	28	6	345
B. They match some of what I have learned.	69	1	1	66	73	22	24	1	1	346	69	1	73	24	1	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	11	0	0	10	71	4	29	0	0	346	11	0	71	29	0	346	14	1	53	39	7	342
D. There is no match.	5	0	0	4	67	2	33	0	0	344	5	0	67	33	0	344	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	8	53	7	47	0	0	345	11	0	53	47	0	345	18	1	50	38	11	342
B. about the same as my regular schoolwork	63	1	1	64	77	18	22	0	0	347	63	1	77	22	0	347	57	2	68	26	3	346
C. easier than my regular schoolwork	25	1	3	25	76	6	18	1	3	347	25	3	76	18	3	347	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	6	0	0	4	50	4	50	0	0	343	6	0	50	50	0	343	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	56	1	1	51	70	20	27	1	1	345	56	1	70	27	1	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	38	1	2	42	84	7	14	0	0	349	38	2	84	14	0	349	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	27	0	0	30	83	5	14	1	3	348	27	0	83	14	3	348	22	3	67	25	4	346
B. 20 minutes to an hour	50	2	3	49	74	15	23	0	0	347	50	3	74	23	0	347	46	2	68	26	4	346
C. less than 20 minutes	17	0	0	15	65	8	35	0	0	345	17	0	65	35	0	345	18	1	56	36	8	343
D. I rarely read at home.	5	0	0	4	57	3	43	0	0	344	5	0	57	43	0	344	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	35	0	0	32	71	13	29	0	0	346	35	0	71	29	0	346	29	1	56	36	7	343
B. six to ten pages	15	1	5	10	50	9	45	0	0	346	15	5	50	45	0	346	21	2	62	31	5	344
C. eleven or more pages	50	1	2	54	83	9	14	1	2	347	50	2	83	14	2	347	50	3	68	25	5	346
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: York School Department
School: Coastal Ridge Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	44	29	44	29	1985	14
	2007-2008	49	37	49	37	2277	17
	2008-2009	32	24	32	24	2328	17
	Cum. Total*	125	30	125	30	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	82	54	82	54	6990	51
	2007-2008	65	50	65	50	6764	50
	2008-2009	83	62	83	62	7045	52
	Cum. Total*	230	55	230	55	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	26	17	26	17	3673	27
	2007-2008	16	12	16	12	3504	26
	2008-2009	19	14	19	14	3137	23
	Cum. Total*	61	15	61	15	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	0	0	0	0	1193	9
	2007-2008	1	1	1	1	1044	8
	2008-2009	0	0	0	0	997	7
	Cum. Total*	1	0	1	0	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	35.3	73.5	35.3	73.5	31.5	65.6
A. Number	20	42	14.5	72.5	14.5	72.5	12.8	64.0
B. Data	8	17	6.3	78.8	6.3	78.8	6.1	76.3
C. Geometry	8	17	6.3	78.8	6.3	78.8	5.5	68.8
D. Algebra	12	25	8.2	68.3	8.2	68.3	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: York School Department
 School: Coastal Ridge Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	134	32	24	83	62	19	14	0	0	354	134	24	62	14	0	354	13507	17	52	23	7	348
Ethnicity																						
African American/Black	2										2						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	4										4						223	25	45	24	7	350
Hispanic	2										2						162	6	44	35	15	341
Caucasian/White	126	32	25	77	61	17	13	0	0	354	126	25	61	13	0	354	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	12	86	2	14	0	0	348	14	0	86	14	0	348	2204	6	36	36	22	338
No	120	32	27	71	59	17	14	0	0	355	120	27	59	14	0	355	11303	19	55	21	4	350
Current LEP																						
Yes	2										2						412	7	37	35	21	339
No	132	32	24	81	61	19	14	0	0	354	132	24	61	14	0	354	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	12	2	17	9	75	1	8	0	0	352	12	17	75	8	0	352	5727	10	48	31	12	343
No	122	30	25	74	61	18	15	0	0	354	122	25	61	15	0	354	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	134	32	24	83	62	19	14	0	0	354	134	24	62	14	0	354	13501	17	52	23	7	348
Gender																						
Female	77	15	19	45	58	17	22	0	0	352	77	19	58	22	0	352	6568	16	52	24	8	348
Male	57	17	30	38	67	2	4	0	0	357	57	30	67	4	0	357	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	19	0	0	13	68	6	32	0	0	346	19	0	68	32	0	346	2300	4	43	39	14	340
No	115	32	28	70	61	13	11	0	0	355	115	28	61	11	0	355	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	134	32	24	83	62	19	14	0	0	354	134	24	62	14	0	354	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: York School Department
School: Coastal Ridge Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	9	38	32	21	340
B. less than one hour	80	25	25	63	62	14	14	0	0	355	80	25	62	14	0	355	80	19	54	22	5	349
C. one to two hours	17	6	27	12	55	4	18	0	0	353	17	27	55	18	0	353	13	16	51	24	9	347
D. more than two hours	2	0	0	3	100	0	0	0	0	346	2	0	100	0	0	346	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	18	47	19	50	1	3	0	0	360	29	47	50	3	0	360	40	25	51	17	7	351
B. good	58	11	15	54	72	10	13	0	0	353	58	15	72	13	0	353	45	14	56	24	6	348
C. fair	12	2	13	8	53	5	33	0	0	348	12	13	53	33	0	348	12	7	49	34	10	343
D. poor	2	0	0	0	0	2	100	0	0	335	2	0	0	100	0	335	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	16	29	32	58	7	13	0	0	355	42	29	58	13	0	355	38	23	52	19	5	351
B. They match some of what I have learned.	50	13	20	47	71	6	9	0	0	355	50	20	71	9	0	355	45	16	56	22	6	348
C. They match just a little of what I have learned.	8	2	20	3	30	5	50	0	0	345	8	20	30	50	0	345	12	10	45	33	12	343
D. There is no match.	1	1	100	0	0	0	0	0	0	380	1	100	0	0	0	380	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	9	2	17	5	42	5	42	0	0	349	9	17	42	42	0	349	17	8	45	34	13	342
B. about the same as my regular schoolwork	73	22	23	62	66	10	11	0	0	354	73	23	66	11	0	354	59	19	55	21	5	350
C. easier than my regular schoolwork	18	6	26	15	65	2	9	0	0	356	18	26	65	9	0	356	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	1	6	12	71	4	24	0	0	348	13	6	71	24	0	348	15	8	41	35	15	341
B. 30–45 minutes	23	7	23	18	60	5	17	0	0	353	23	23	60	17	0	353	29	16	54	23	6	348
C. 45–60 minutes	40	13	25	32	62	7	13	0	0	354	40	25	62	13	0	354	32	21	55	19	5	350
D. more than 60 minutes	24	9	29	20	65	2	6	0	0	357	24	29	65	6	0	357	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	6	67	3	33	0	0	345	7	0	67	33	0	345	6	6	33	39	23	337
B. two or three days a week	19	4	16	17	68	4	16	0	0	352	19	16	68	16	0	352	12	15	55	22	8	348
C. two or three times each month	46	14	23	40	67	6	10	0	0	355	46	23	67	10	0	355	26	20	56	19	5	350
D. never or almost never	28	14	38	19	51	4	11	0	0	357	28	38	51	11	0	357	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	7	15	34	72	6	13	0	0	353	36	15	72	13	0	353	37	14	51	27	9	346
B. two or three days a week	34	13	29	25	56	7	16	0	0	354	34	29	56	16	0	354	27	20	55	19	6	350
C. two or three times each month	16	6	29	13	62	2	10	0	0	356	16	29	62	10	0	356	19	22	53	19	6	350
D. never or almost never	14	4	22	11	61	3	17	0	0	355	14	22	61	17	0	355	18	15	51	26	8	347
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											